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THE FORTY-ONE ITEMS INDEXED AND ABSTRACTED IN THIS BIBLIOGRAPHY DEAL LARGELY WITH FINE ARTS EDUCATION, URBAN EXTENSION, COMMUNITY DEVELOPMENT, LEADERSHIP TRAINING (INCLUDING CIVIL RIGHTS), MANAGERIAL AND PROFESSIONAL EDUCATION, VOCATIONAL TRAINING, PUBLIC TELEVISION, AND PARTICIPANT CHARACTERISTICS, TOGETHER WITH SUCH CONCERNS AS EDUCATIONAL NEEDS AND ATTITUDES, TESTING, PROGRAM DEVELOPMENT, AND THE USE OF EVENING CLASSES, CORRESPONDENCE STUDY, AND THE RESIDENTIAL METHOD. ALSO NOTED ARE HISTORICAL REVIEWS OF EXTENSION WORK AT RUTGERS, THE UNIVERSITY OF TEXAS, AND THE UNIVERSITY OF CHICAGO, AND A PEACE CORPS PROGRAM OF FIELD TRAINING. (LY)

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HIGHER ADULT EDUCATION #1 : CURRENT INFORMATION SOURCES

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October 1967

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AC 000 672 E ADULT AND EXTENSION ART EDUCATION, DISCUSSIONS OF PROBLEMS IN A GROWING FIELD. Kohlhoff, Ralph, ed. * Reis, Joseph, ed. Wisconsin. Univ., Madison. University Extension. 66 EDRS PRICE MF-$0.18 HC-$2.64 66p.

TERMS: *adult education, *art education, *program development, *visual arts, program evaluation, educational objectives,

ABSTRACT: Papers by 11 extension educators discuss criteria and standards in visual arts education, the scope and nature of art extension programs, training procedures and standards for educators, topics calling for research (e.g., readiness, psychological environment, methodology, program evaluation, and adult characteristics as manifested in art activities), educational objectives and values and elements of planning such as audience identification, staff selection, facilities, and budgeting. The broad scope of visual arts education requires honest, meaningful activities relevant to social and personal aspects of daily living and to forces molding contemporary society. The training and personality of extension personnel should be related to various community and educational programs, and should equip them to promote and develop "visual literacy" and to provide adult students with an awareness of the interaction of art with all facets of life. Finally, knowledge of underlying values and purposes is needed in order to plan and evaluate intelligently, teach effectively, gain financial support, and meet genuine needs. Document includes footnotes. (ly)

SECONDARY TERMS: socioeconomic influences, adult educators, research needs, university extension, professional training, rural extension, criteria,

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AC 000 621 I ADULT TEACHERS AND THEIR STUDENTS, A STUDY OF EXPECTATIONS, GOALS, AND BEHAVIOR OF TEACHERS AND STUDENTS PARTICIPATING IN HIGHER ADULT EDUCATION. Summary. Lennard, Henry L. * and others. New School for Social Research, New York. Grant-1738 Revised-5-0072 65 23p.

TERMS: *participant characteristics, *participant satisfaction, *adult teaching, *program attitudes, *higher adult education,

ABSTRACT: A study undertook to examine and compare participants and teachers in liberal adult education in terms of social characteristics, reasons for participating, objectives and goals, participation in relation to other involvements, and sources of satisfaction derived from participation. Four university adult education programs with diverse institutional characteristics were studied. Sampling procedures sought to obtain representative teachers by field and duration in adult teaching. Students were those participating in classes of the selected teachers. Students and teachers completed an initial questionnaire. A longitudinal study was carried out in greatest depth at The New School. Questionnaires were developed from analysis of interviews with teachers and students. Attendance data and classroom observation were other sources of data. The findings are reported in detail and discussed in relation to the problems of student dropout rate, discrepancy between students' and teachers' definitions of student role, absence of a professional community among teachers of adults, and the desire among teachers to innovate and experiment educationally. (ja)

SECONDARY TERMS: social characteristics, adult dropouts, educational objectives, questionnaires, longitudinal studies, research, attendance, university extension, New School for Social Research, New York Univ., Univ. of Calif., Tulane Univ.,

AC 001 167 I AMERICAN UNIVERSITIES IN TRANSITION AND THE NEW ROLE OF ADULT EDUCATION (Fourth Mansbridge Memorial Lecture, University of Leeds, Jun 16, 1966). Tolley, William P. Leeds University, (England) 67 28p.

TERMS: *universities, *university extension, *adult education, *leadership responsibility, urban extension, federal aid,

ABSTRACT: The modern university must advance knowledge as well as conserve and transmit it. Growth of libraries, increase in graduate work, deeper involvement in the fine arts, flowering of the university press, exchange of foreign students, federally-sponsored research and instruction, use of radio and television in education, development of urban studies, and continuing education are the dynamic areas in the modern university. The greatest is continuing education. Adult education has resulted from more leisure time, the paperback revolution, preparation for retirement, and the demand for new skills created by rapid changes in industry and commerce. The expanding non-resident, part-time, adult clientele calls for special library collections, (like the one established at Syracuse University). Development of adult education will lead to a growth of university presses, more sponsored research, wider use of international programs, and a greater concern for metropolitan problems and urban development by the university. (sg)

SECONDARY TERMS: community role, historical reviews, educational television, educational responsibility, Syracuse Univ.,

AC 000 948ME ANALYSIS OF SELECTED CHARACTERISTICS OF ADULT EDUCATION INSTITUTE PARTICIPANTS (M.S. thesis). Senturk, Celal. Indiana. Univ., Bloomington. JAN 66 48p.

TERMS: *participant characteristics, *motivation, *information sources, *adult education programs, university extension, masters theses,

ABSTRACT: The purposes of this study were (1) to investigate the reasons that prompted adults to enroll in the Institute in Adult Education and to examine the changes in these reasons over the years, (2) to find out basic characteristics of the participants in terms of age, sex, marital status, church affiliation, occupation, formal schooling, and previous training, and (3) to discover the sources of information through which the participants first learned about the Institute program. Data were gathered from the "Profile Information on Institute Participant, Form I" for the years 1959, 1962, and 1965, 50 cases being selected at random for each year. The chi square test was used to find any significant changes over the years. There were no significant changes in age, (30-40), sex (mostly men), marital status (2/3 married), formal education (B.A. or higher), occupations (mostly professionals or students), and reasons for attending the Institute (to learn more about adult education and its use in their field). There were significant changes in church affiliation, the largest religious group in 1959 and 1962 being the Episcopalians, with none of this group in 1965 but a considerable increase in Baptists and Catholics. There were changes in the information about the Institute given by the religious institutions and offices. Although the majority of participants had had little previous training, there had been changes in one form of training, the lab school. (eb)

SECONDARY TERMS: educational background, occupations, age differences, sex differences, questionnaires, investigations, Indiana Univ., Bureau of A E Studies,

AC 000 640 I AN ANALYSIS OF SELECTED PROGRAMS FOR THE TRAINING OF CIVIL RIGHTS AND COMMUNITY LEADERS IN THE SOUTH. Horton, Aimee I. Fisk University, Nashville, Tenn. USOE. Cooperative Research Program. CRP-S-291
66 151p.

TERMS: *leadership training, *civil rights workers, *community leaders, *program evaluation, *residential programs, southern states,

ABSTRACT: Three residential adult education programs for training negro and white civil rights and community leaders in the south were examined as potential models for organizations and institutions seeking to develop effective, democratic local leadership. The programs were a 1955 Workshop on School Desegregation sponsored by and held at the Highlander Folk School in rural Tennessee, the 1965 Annual Institute of Race Relations, sponsored by the Race Relations Department of the American Missionary Association and held at Fisk University, and the 1965 Citizenship School Teacher Training Workshop sponsored by the Southern Christian Leadership Conference and conducted in rural Georgia. A detailed description and analysis was made of each program's objectives, learning experiences, evaluation, and effect on participants. Participants and staff contributed through staff records, taped and written records of workshop sessions, reports, participant observation, questionnaires, and interviews. The investigator concludes that the Highlander and Southern Christian Leadership Conference programs provided the more useful models, because of the significant residential setting, prior committment and activity of participants, and a strongly problem-oriented educational program. (ja)

SECONDARY TERMS: educational objectives, program descriptions, negroes, research, participant characteristics, residential method, Highlander Folk School, American Missionary Assn, Southern Leadership Conf,

AC 000 042E THE ARTS IN HIGHER ADULT EDUCATION, A SECOND REVIEW OF PROGRAMS. Goldman,
ED 010 867 Freda H. Center for the Study of Liberal Education for Adults, Boston.
66 EDRS PRICE MF-$0.18 HC-$3.20 82p.

TERMS: *art education, *adult education programs, *program descriptions, *university extension, sociocultural

ABSTRACT: A general description of the arts in the contemporary university precedes descriptions of specific adult program prototypes. The current place of the arts outside the university includes recent trends in art institutions, government, business, foundations, arts councils, publications, and educational television. Issues and problems concerning the role of the arts in society are discussed in relation to the education of the adult audience. (ja)

SECONDARY TERMS: patterns, educational trends,

AC 000 507 E THE BUFFALO MODEL CITY CONFERENCE (Proceedings of the first conference sponsored by the Cooperative Urban Extension Center, Buffalo, N.Y., Jan 19-20 1967). Cooperative Urban Extension Center, Buffalo, N.Y. 67 EDRS PRICE MF-$0.18 HC-$2.84 71p.

TERMS: *urban extension, *urban renewal, *community planning, *federal programs, *city improvement, program development, unemployment,

ABSTRACT: This report from Buffalo, N.Y. is of the first of 7 regional conferences planned to help communities prepare themselves for participation in the Federal Model Cities Program, as provided by Title I of the Demonstration Cities and Metropolitan Development Act of 1966. Sponsored by the Cooperative Urban Extension Center, which is funded under Title 1 of the 1965 Higher Education Act, it brought together representatives of city government, higher educational institutions, welfare agencies, voluntary agencies, churches, cultural institutions, and foundations. The purpose was to achieve a sense of commitment to the task, an airing of ideas that can become the core of Buffalo's own approach to the Model City challenge, and an understanding of the need to forge a broad administrative organization comprehensive and imaginative enough to cope with problems of blight and poverty on a large scale. The social action program was discussed, urban renewal, economic opportunity, and cultural programs, the federal program, and Buffalo's response to it. Then a look was taken at the job ahead in social action and community planning with an emphasis on local initiative with the strongest participation of neighborhood groups. (ly)

SECONDARY TERMS: cooperative planning, employment patterns, demonstration projects, economically disadvantaged, interagency cooperation, Model Cities Program, Demonstration Cities Act, Buffalo,

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AC 000 011E COLLEGE-LEVEL EXAMINATION PROGRAM, DESCRIPTION AND USES, 1967. College Entrance Examination Board, Princeton, N.J. 67 EDRS PRICE MF-$0.09 HC-$1.92 48p.

TERMS: *college entrance examinations, *testing, *evaluation, *higher adult education, *program descriptions, group tests,

ABSTRACT: College-Level Examination Program which started in 1965 as a new activity of the College Entrance Examination Board has 5 aims. They are to give a national program of examinations to evaluate nontraditional college-level education including independent study and correspondence work, to stimulate colleges and universities to become more aware of the need for and the possibilities and problems of credit by examination, to enable colleges and universities to develop appropriate procedures for the placement, accreditation, and admission of transfer students, to give colleges and universities a means by which to evaluate their programs and their students' achievement, and to help adults who wish to continue their education in order to meet licensing requirements or qualify for higher positions. The booklet serves as a guide to the program and shows the examples from actual tests. The examinations are available at no charge to the institutions that wish to experiment with them. The program is still in the planning stage. (sm)

SECONDARY TERMS: measurement techniques, correspondence study, independent study, credits, transfer students,

AC 000 027E
ED 010 862

CORRESPONDENCE STUDY EVALUATION PROJECT. STAGE 1. Ball, Sandra J. * and others. Washington. Univ.,Seattle. Institute for Sociological Research. Washington. Univ., Seattle. Faculty Council on Community Services. AUG 66 EDRS PRICE MF-$0.09 HC-$2.04 51p. tables.

TERMS: *correspondence study, *program evaluation, *participant characteristics, student attitudes, research, correspondence

ABSTRACT: An analysis of data collected from student registration cards and the formulation of a student questionnaire constitute the first part of a 3-stage long-range research project to evaluate a university correspondence study program. The data analysis describes the population of correspondence students in terms of relevant individual and social characteristics and correlates some of these variables with completion or noncompletion of correspondence courses. The variables are--age, sex, occupation, level of education, reason for taking course, grade, type of course, level of course, form of financial support, time for course completion, course grade, and educational attendance history. The student questionnaire covers student attitudes and course characteristics. A copy of the questionnaire is followed by descriptions of its items. The document includes 6 references. (ja)

SECONDARY TERMS: courses, data analysis, questionnaires, dropout research, program descriptions, university extension, Univ. of Washington,

AC 000 510 I

DEVELOPMENT OF EXTENSION EDUCATION AT THE UNIVERSITY OF TEXAS, 1909-1952. Shelby, Thomas H. Texas Univ., Austin. University Extension. OCT 66 170p.

TERMS: *historical reviews, *university extension, *program descriptions, vocational education, distributive education, teacher education,

ABSTRACT: University of Texas extension work began with 3 divisions of work -- correspondence teaching, faculty lectures, and circulation of reading material on special topics (the beginning of the Package Library Service) -- and emphasized public and social welfare, nutrition and health education, parent education, and public lectures and debates. Study groups (1912-47) emphasized the humanities and current social and economic subject areas. Public school services since 1911 have featured interscholastic athletics, and competitions in debating and public speaking, music, speech and drama, and journalism. Trade and industry training, begun in 1920, soon broadened to include services to the petroleum industry (basic, general, and specialized courses offered during 1933-47, and subsequent special programs), and now includes distributive education. Audiovisual services and training through the Visual Instruction Bureau, mental hygiene, community development, and school surveys and advisory assistance, have also gained prominence. The program of inservice teacher training, begun in 1941, entails 4 years of depth study and analysis of child development and behavior. Document includes footnotes, 13 tables, and 9 appendixes. (ly)

SECONDARY TERMS: inservice training, child development, health education, parent education, industry, general education, program content, audiovisual instruction, library services, community development, Univ. of Texas,

AC 000 509 I AN EARLY EXPERIMENT IN ADULT EDUCATION, A STUDY OF THE RUTGERS UNIVERSITY DEPARTMENT OF EXTENSION, 1891-1903. Miller, Norman C. * Lilien, David. 51 58p. Rutgers Univ. Press, New Brunswick, N.J.

TERMS: *university extension, *program descriptions, *historical reviews, financial policy, statistical data, attendance patterns, lecture,

ABSTRACT: Rutgers was in the forefront of university services to adult education. The Department of Extension, set up in 1891 to serve New Jersey, offered courses (mainly sciences at first) with both 6-week and 12-week lecture series, class or conference sessions, a printed syllabus (outline of lectures, with list of study aids), written exercises, examinations, and certificates of completion. Expenses were shared by Rutgers College and the city of New Brunswick, and fees were charged for single lectures or entire courses or lecture series. The University Extension Society began in 1893 with courses in architecture, agriculture, and natural sciences, later augmented by fine arts, history, social sciences, literature, philosophy, pedagogy, and a civil engineering course. Course minutes were kept on enrollments, attendance, class discussion and procedure, and individual progress. About 1900 the program began to subside and it was dropped from the college catalog in 1903. (Document includes illustrations, footnotes, appendixes (course statistics and early historical background), and 33 references). (ly)

SECONDARY TERMS: Rutgers Univ., New Jersey,

AC 000 560E (SEE AC 000 499C) EDUCATING THE URBAN STUDENT FOR THE URBAN WAY OF LIFE (IN Cummings, Thomas, ed. Political backgrounds of adult education. Boston,CSLEA,1967/70-85). Willie, Charles V. 67 EDRS PRICE MF-$0.09 HC-$0.72 17p.

TERMS: *urban extension, *universities, *community education, *community role, *community action, school integration,

ABSTRACT: The author deals with the role of the university in educating students to be citizens and leaders in our urbanized society. He sees urbanization as being different from, though related to, industrialization, and he sees distinct differences in the social and educational responses needed to deal with them. While industrialization, the main focus of our social and educational institutions, requires technological skills for work, urbanization requires the development of a sense of community. Willie believes that the university must seek to educate leaders from and for all levels of community -- partly because all levels of community need leaders and partly because truth comes only from the fusion of a number of viewpoints -- and that university education must become involved with current controversial community issues. The university must teach activists the benefits of reasoned thought and thinkers the methods and techniques of effective action. The author illustrates his discussion with a case study of school integration in Syracuse, N.Y. and 2 programs pertaining to community leadership development (the Thursday Breakfast Roundtable and the Community Action Training Center) sponsored by University College of Syracuse University. (Author/eb)

SECONDARY TERMS: leadership responsibility, urban education, Syracuse, U.C. of Syracuse Univ.,

AC 000 1075 THE EFFECTIVENESS OF UNIVERSITY MANAGEMENT DEVELOPMENT PROGRAMS. Andrews, Kenneth R. Harvard Univ. Graduate School of Business Administration. 66 363p. illus. Appendixes.

TERMS: *program evaluation, *executives, *program descriptions, *management development, *universities, time factors (learning),

ABSTRACT: The reactions of 10,000 business executives to 39 university executive development programs were gathered in part by interview, but mostly by questionnaire. Of the total population, 80 percent reacted so favorably that differences in length, cost, composition, and quality were almost obscured. Of 7 activities, they ranked class sessions first, then study groups and informal discussions. Effects reported were broader perspective, increased self-confidence, imagination, flexibility, and tolerance, and appreciation of human problems in business. Rarer were responses citing greater analytical ability and changed attitudes. Among 16 programs analyzed in detail, these varied from 11 to 48 percent. Program length may make the most difference in impact and may determine extent to which the educational experience is vocational and informational. Administrators should consider region to be served, subject matter, level of participants, level of intellectual attainment wished, and the nature of their relationship with sponsoring companies. Companies should redefine the value of short university courses in the light of the company's total effort in recruiting, developing, motivating, deploying, and evaluating its executive manpower. Contains tables and appendixes. (Author/ly)

SECONDARY TERMS: teaching methods, participant evaluation, participant satisfaction, business, interviews, questionnaires, statistical data, research, historical reviews,

AC 000 953 AI EXECUTIVE DEVELOPMENT FROM SPECIALIST TO GENERALIST (Abstract of Ed.D. thesis). Niemi, John A. California Univ. (Los Angeles). 18 MAR 67

TERMS *program evaluation, *engineers, *university extension, *management education, *program attitudes,

ABSTRACT: A study was made of the innovative program, at the University of California (Los Angeles), for engineering executives, designed to help them develop into executive generalists and technical managers. The purpose was to learn -- 1) the degree to which the program objectives were being met, 2) the effect of participation on managerial mobility, and 3) the extent to which graduates altered their interests and activities. Participants were younger (25-35) than those in business executive programs and seemed highly motivated to make up undergraduate grade point deficiencies. Experience in interpersonal relations and study of group behavior were rated very high but relating the role of the engineer to society, and his company to the broad environment, were not. It was felt there was need for more business content, especially law and finance. The most immediate effects on the graduate's position were an increase in salary and prestige. The average mobility toward more responsible positions increased with number of years after graduation. There was a low adoption rate of business and quantitative decision making tools. Although there was a significant increase in informal learning through reading techanical and management materials, there was little change in professional membership and in participation in community activities. (eb)

SECONDARY TERMS: age differences, participation, administrative responsibility, doctoral theses, participant characteristics, questionnaires, interviews, motivation, Univ. of Calif. (LA), Engineering Executive Program,

AC 000 624 FACTORS WHICH INFLUENCE PARTICIPATION IN ADULT EDUCATION CONFERENCES AND PROGRAMS BY MEMBERS OF PROFESSIONAL ASSOCIATIONS. Final report. Booth, Alan. Nebraska, Univ., Lincoln. USOE. Bureau of Research. AUG 66 88p. illus. References,pp.47-48.

TERMS: *adoption, *personal influence, *information dissemination, *participation, *conferences, innovation, questionnaires,

ABSTRACT: This study extended prior research on the diffusion process in that the diffused item was participation in a formal organization and the diffusion occurred within a closed social system. Questionnaires were sent to members of 6 associations sponsoring educational conferences. They included sociometric items, an intelligence scale, demographic data, and items obtaining information on the source and relative importance of messages about the program. Fifty-one percent of the 604 members returned completed questionnaires. Results showed the diffusion theory a useful conceptual framework for predicting participation in education conferences, as well as the flow of conference information. Both mass communicated messages and face-to-face contacts were effective recruiting devices. Some members emerged as more influential by virtue of certain intellectual abilities, an interpersonal network of members, and a history of participation in education. (ja)

SECONDARY TERMS: professional associations, attendance patterns, participant characteristics, recruitment, Nebraska Center for Cont. Ed.,

AC 000 052 E FACTORS RELATED TO PARTICIPATION IN CONTINUING EDUCATION AMONG A SELECTED GROUP OF GRADUATE ENGINEERS (Ph.D. thesis). Wiegand, Richard. Florida State Univ., Tallahassee. MAY 66 151p.

TERMS: *professional continuing education, *engineers, *participant characteristics, *participation

ABSTRACT: Factors related to participation in continuing education were explored by a questionnaire answered by 435 working engineers, all graduates of Georgia Institute of Technology, classes 1948-1963. Independent variables were educational background, job, geography, and personal characteristics. Dependent variables were the types of educational activities the engineer might attempt -- course work, professional activities, reading and self-directed learning and correspondence study. Job-related factors seemed to determine participation to the greatest extent, although certain age-related factors, annual salary and marital status were also found to be operative. Younger men in cities, who had been at the top of their classes, favored course work, while older men were often participants in the activities of several professional societies. Participants in reading and self-directed learning could not be neatly delineated by the factors studied. The study includes a literature review, statistical analyses of the relationships among factors, and recommendations for further research. (Available from University Microfilms, Ann Arbor, Mich. Microfilm No. 67-318). (fh)

SECONDARY TERMS: individual characteristics, age differences, income, marital status, research, doctoral theses, independent study, correspondence study, work environment, non credit courses, credit courses, professional associations, employer attitudes, questionnaires, reading habits, Georgia,

AC 000 662 I FIELD TRAINING IN HUMAN RELATIONS FOR THE PEACE CORPS (IN Journal of social psychology, 68/3-13, 1966). Haigh, Gerard. Psychological Service Associates, Los Angeles, Calif. 66 11p.

TERMS: *human relations, *cross cultural training, *field experience programs, *training techniques, *cultural conflict,

ABSTRACT: Field training conducted in 1962 by Arizona State University for 53 potential Peace Corps volunteers was designed to increase human relations skills, i.e., awareness of the impact of their feelings and motives on interpersonal relationships, and awareness of their own ways, and of alternative methods, of handling interpersonal conflict. In addition to undergoing the usual Peace Corps training, the trainees lived and worked with Pimas, Maricopas, and Navajos and participated in small group discussions and role playing related to their day to day experiences. Almost all (95 percent) of the trainees evaluated the program favorably in terms of gains in understanding of, and empathy with, the host population, and of awareness of how their own motives, feelings, and cultural values contribute to conflict. Reports from overseas a year later underscored the effectiveness of this phase of training. Document includes 3 references. (ly)

SECONDARY TERMS: group discussion, role playing, self confrontation, changing attitudes, participant characteristics, Peace Corps,

AC 000 597 I HARPER'S UNIVERSITY, THE BEGINNINGS, A HISTORY OF THE UNIVERSITY OF CHICAGO. Storr, Richard J. 66 440p. Published by Univ. of Chicago Press, Chicago.

TERMS: *historical reviews, *university extension, *higher education, *educational objectives, adult education, educational philosophy,

ABSTRACT: The early history of the University of Chicago is presented as it was influenced by William Rainey Harper, the University's first president. The founder of the University, John D. Rockefeller, gave Harper the freedom to follow his own educational philosophy. The founding and the early years of the university are described in detail, a period from about 1886 to 1906. Many aspects of the University are discussed in terms of the various possible approaches which were considered, and the decisions which were finally implemented. Of interest to the adult educator are sections dealing with the acceptance of broad educational goals and their development through such programs as University Extension and the University College. Document contains biographical notes and extensive references. (ja)

SECONDARY TERMS: biographies, correspondence study, Univ. of Chicago, William Rainey Harper,

AC 000 049E A HISTORY OF THE BUREAU OF STUDIES IN ADULT EDUCATION AT INDIANA UNIVERSITY
ED 011 097 (M.S. thesis). Baker, Michael R. Indiana Univ., Bloomington. School of Education. SEP 66 EDRS PRICE MF-$0.18 HC-$4.68 117p. Appendixes.
TERMS: *higher adult education, *graduate study, *adult education *university extension, *historical reviews, professional

ABSTRACT: The Bureau of Studies in Adult Education was founded at Indiana University in 1947 and assigned the task of providing off-campus non-credit courses in adult education. The Bureau began by providing field services, ranging from assistance to local communities on adult education problems to providing general adult educational activities. It started a research program which examined how adults learn effectively, and the conditions that promote learning in practical situations. Between the years 1947 to 1952, the Bureau grew to a staff of 5, and became a multisponsorship operation. It initiated formal adult education courses at the graduate level at Indiana and introduced a newsletter on adult education. Between 1952 and 1958, the Bureau experimented with an institutional approach to adult education, stressing research on adult learning. It developed a graduate program for adult educators. The expansion years for the Bureau were 1958 to 1965, when it conducted more adult education research than did any other college or university adult education department, e.g. alcoholism, mental health, gerontology, and fundamental and literacy education. Indiana University now has the largest graduate training program, of its kind, in adult education in the U.S. (eb)
SECONDARY TERMS: education, program development, research, adult educators, masters theses, Indiana, Bureau of A.E.Studies at Indiana U.,

AC 000 910 C THE IDENTIFICATION OF COMMUNITY NEEDS IN TENNESSEE, THE STATEWIDE REPORT ON A COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAM (Partly financed under Title 1, Higher Education Act of 1965). Tennessee Univ., -- State Agency for Title I, Knoxville. MAY 67 227p. Bibliog, pp.209-211
TERMS: *community problems, *surveys, *educational needs, *universities, Tennessee, Title 1 (89 329),

ABSTRACT: This report contains 8 area reports made by representatives of 14 colleges and universities throughout Tennessee identifying the most pressing community problems in housing, poverty, government, recreation, youth opportunities, employment, transportation, health, and land use. Appendixes include personnel involved in area reports, preliminary survey questionnaire on community problems, the questionnaire for the West Tennessee study, a problem identification outline, and 35 references. (author/ly)

AC 000 798 E THE INFLUENCE OF SOCIAL CLIMATE ON ADULT ACHIEVEMENT, THE IMPACT OF A RESIDENTIAL EXPERIENCE ON LEARNING AND ATTITUDE CHANGE OF ADULT STUDENTS ENROLLED IN AN EVENING CREDIT CLASS (University College research publications, no.10). Wientge, King M. * Lahr, James K. Washington Univ., St. Louis, Mo. University College. 66 EDRS PRICE MF-$0.09 HC-$1.48
37p.

TERMS: *evening classes, *lecture, *adult learning, *residential programs, *evaluation, questionnaires, achievement, research, attitude tests,

ABSTRACT: A comparison was made of the amount of learning in an adult evening class on campus with that of an experimental class which attended sessions on campus and spent 2 weekends at the university residential center. It was expected that the experimental class would learn more and experience positive changes in attitude compared with the control class. The same instructors were used for both groups. In order to control method of instruction as a variable, the lecture discussion method only was used in both groups. Pretests of intelligence, attitudes, and subject knowledge were given to all and attitude and subject knowledge tests were repeated at the end of the term. The experimental group also completed a final evaluation questionnaire. The experimental group was significantly more intelligent, but no significant differences showed up in either the pretest or post test of attitudes or subject knowledge. The experimental group enjoyed the social setting at the residential center but did not feel more learning occurred there. Rather the periods between sessions were seen as deterrent to learning. (eb)

SECONDARY TERMS: intelligence tests, changing attitudes, social environment, Bromwoods Residential Center, Washington Univ.,

AC 000 108 LEADERSHIP AND THE POWER OF IDEAS (Harper & Row, N.Y.). Tarcher, Martin. 66 203p.

TERMS: *program evaluation, *leadership training, *social change, *university extension, *community leaders, scientific

ABSTRACT: This is a critique of university extension programs for leadership training. The traditional programs (group dynamics, liberal and economic education) are discussed and contrasted with the author's own program conducted at the Univ. of Calif., Berkeley, for administrative personnel of the Calif. State Dept. of Employment, the "Corwell Project." Participants in a laboratory situation used the scientific method in attacking problems, in this case the reorganization of the Corwell office of the Dept. of Employment. The application of the principle of instrumentalism or pragmatism to other leadership groups is described -- the development of understanding of man, nature, and society, knowledge of trends and developments of the times, and acquisition of scientific habits of thought and action, all focused on an area of community need. How this reconstruction of education can enable leaders to accept the responsibilities of the age of cybernation and hypotheses for leadership are considered. (aj)

SECONDARY TERMS: methodology, general education, cybernetics, liberal education, economics education, group dynamics, research, Univ. of Calif., Corwell Project,

AC 000 009E
ED 010 680

NEW DIMENSIONS IN COMMUNITY DEVELOPMENT (Proceedings, Division of Community Development annual meeting, 51st, National University Extension Association, Albuquerque, N. Mex., Jul 22-27, 1966). NUEA, Washington, D.C. Division of Community Development. Iowa Univ. Institute of Public Affairs, Iowa City. DEC 66 EDRS PRICE MF-$0.18 HC-$3.04 76p. fs

TERMS: *community development, *university extension, *urban extension, *community action, *professional training, conferences, program planning,

ABSTRACT: Conference proceedings on the role of university extension in community development outline principal issues and current projects of the Division of Community Development of the National University Extension Association. Adult education is discussed, as related to implementation of community development proposals under Title 1 of the Higher Education Act of 1965. A University of Oklahoma plan for comprehensive, interdisciplinary urban extension work in Tulsa is described, as is a Michigan State University program design for university involvement in solving human relations problems on the community level, community development activities of West Virginia University through the Appalachian Center, and Southern Illinois University and University of Wisconsin training programs for Office of Economic Opportunity staff. Suggests the prospects and directions of university-based community development programs. (ly)

SECONDARY TERMS: staff development, Univ. of Oklahoma, Univ. of West Virginia, Univ. of Southern Illinois, Univ. of Wisconsin, OEO, NUEA, Michigan State Univ..

AC 000 335 I

PATTERNS OF COMMUNITY DEVELOPMENT. Franklin, Richard, ed. 66 EDRS PRICE MF $0.18 HC $5.12 128p. Available from Public Affairs Press, Washington, D.C.

TERMS: *community development, *citizen participation, *regional programs, *rural areas, *urban areas, community responsibility, community action,

ABSTRACT: Case histories of systematic community development in southern Illinois involving eight rural communities (including all of Pope County) and East St. Louis provide examples of grass-roots decision-making in social, cultural, commercial, industrial, educational, and civic betterment, and illustrate basic approaches to community and regional development -- educating youth, working with adult populations in attempting gradually to change habits and attitudes, and introducing outsiders to initiate change. Experiences relevant to the role of the university planning consultant and to the training of community development personnel are considered. Questions, issues, and hypotheses are framed for future social-action research, and basic objectives of community development are briefly discussed. (ly)

SECONDARY TERMS: community consultants, urban renewal, leadership training, regional programs, neighborhood centers, high schools, city planning, universities, case studies (education),

AC 000 645I PATTERNS OF EDUCATIONAL USE OF A TELEVISED PUBLIC AFFAIRS PROGRAM. A STUDY OF "METROPOLIS, CREATOR OR DESTROYER?". Miller, Harry L. University Council on Education for Public Responsibility. New York University. Division of General Education. U.S. Office of Education, sponsor. 66 OEC-5-16-039 198p.

TERMS: *educational television, *films, *program evaluation, *urban renewal, *discussion programs, cooperative programs,

ABSTRACT: In the spring of 1964, 80 educational television stations in the U.S. and Canada ran a series of 8 films on modern urban life titled "Metropolis, Creator or Destroyer?". The films, a book of readings, and a Viewer's Guide, planned and coordinated by a group of cooperating universities acting on a national level, were the focus of a vigorous local educational program. Section I of this study discusses the development of the program, the readings, and the utilization plans. Section II is a synopsis of the educational use of the Metropolis package. Section III is a detailed account of the liveliest program, that of the Portland Center of the Oregon State System of Higher Education. Section IV describes the basic patterns of use (studio panels, additional studio programming, community involvement, selective community involvement), reactions to the materials, and the impact of the program on community action. Section V contains conclusions and recommendations. Appendixes include the University Council's members and committees, Viewer's Guide, the Table of Contents of the Readings, and a list of NET stations which broadcast the films. (aj)

SECONDARY TERMS: program descriptions, urban environment, recruitment, participation, research, Metropolis, NET,

AC 000 648JI PERSISTENCE IN UNIVERSITY ADULT EDUCATION COURSES (IN Adult Education, 16(2), Win 66, pp.101-114). Brown, M. Alan * and others. 66 14p.

TERMS: *academic performance, *university extension, *persistence, *educational experience, *evaluation, dropout characteristics,

ABSTRACT: This study investigated the relationship between previous adult education experience and current university extension performance in 7 institutions. The correlated variables were -- (1) number of past adult education courses, (2) recency of education (period since the last classroom experience), (3) level of formal education (college credit hours completed), (4) verbal intelligence based on the score on the 100-item Quick Word Test, (5) age, and (6) grades earned in current adult education courses. Other important variables were -- (1) dropouts, as recorded by the institutions involved, (2) major reason for attending (job-related or other), (3) credit or noncredit enrollment, and (4) working for a degree or not. Class performance, as judged by grades and withdrawal rate, were more highly associated with formal education than with previous adult education. Persisters with much past adult education were older, had more formal education, and had higher verbal ability than adults who had taken fewer adult courses. Among younger adults with lower income, less education, and lower verbal intelligence, persistence was closely associated with credit courses and degree seeking, and a slightly smaller percentage of the persisters withdrew than was the case with newer participants. Recency of education and job-related motives proved insignificant. Implications and conclusions are noted. Document includes 8 tables and 23 references. (ly)

SECONDARY TERMS: age differences, research, attendance, tables(data), motivation, verbal ability, participant characteristics, credit programs, noncredit programs,

AC 000 558E (SEE AC 000 499C) POLITICS OF UNIVERSITY INVOLVEMENT IN SOCIAL CHANGE, THE CONCEPT OF UNIVERSITY INVOLVEMENT (IN Cummings, Thomas, ed. Political backgrounds of adult education. Boston,CSLEA,1967/28-43). Campbell, Alan K. 67 EDRS PRICE MF $0.09 HC-$0.72 18p.

TERMS: *social change, *universities, *community involvement, *public policy, *community role, power structure, political power,

ABSTRACT: The author discusses the university's role in social change from the political viewpoint. By examining our political system as it related tc university involvement, he indicates the political ramifications of such involvement and shows the kind of involvement that is politically possible. He pinpoints the difficulties civic administratrors and university personnel have in working together as problems of approach--universities tend to define problems within their more general context and to espouse long-range planning, while our political system is primarily conducive to small incremental change and short-range planning. This political bias exists because of (1) our lack of knowledge about the causes and consequences of change, (2) our ideological environment, which is based in good part on laissez faire, (3) our power structure, which is pluralistic, and (4) our decision-making process. Although the system in some ways agrees with the university, it also produces many frustrations. These frustrations are an inevitable part of the system, university involvement is nonetheless necessary and must continue. (author/eb)

SECONDARY TERMS: pluralism, decision making, social planning, change agents, leadership responsibility,

AC 000 015 E PROGRAM PLANNING AND PROGRAM EFFECTIVENESS IN UNIVERSITY RESIDENTIAL CENTERS (Ph.D. thesis). Welden, J. Eugene. Chicago Univ., Ill. JUN 66 168p.

TERMS: *program planning, *evaluation, *residential centers, *program evaluation, *participant involvement,

ABSTRACT: The purpose of this study was to determine the differences between (a) 22 conferences planned without participation representation and (b) 25 planned with participation representation, on 3 measures of program effectiveness -- (1) participants' perception of its relevance to personal motives, (2) their expressed satisfaction with it, and (3) their expressed interest in continuing educative activity. A Conference Evaluation form was constructed, pretested, and administered to 1026 men and women attending conferences in 1965 at 5 university residential centers. These conferences were randomly drawn within the 2 types of planning. The majority were directed to increasing vocational or occupational competency. Demographic factors of age (36-55), sex (mostly men), educational level (mostly college graduates), and previous attendance at conferences (59 percent) showed no differences between the groups of participants. Findings showed that participant perception of conference relevance to his personal motives and his satisfaction with it were greater in type-b conferences. The interest inventory did not show significant differences between the 2 groups. It did appear, however, that programs without participant representation ranked higher on acquisition of knowledge and programs with representation ranked higher in associational-participation dimension. (eb)

SECONDARY TERMS: universities, residential programs, participant satisfaction, measurement instruments, evaluation techniques, conferences, interest tests, motivation, educational needs, participant characteristics, doctoral theses, research, tables (data), statistical data, educational interest, Conference Evaluation Instrument,

AC 000 109 PUBLIC TELEVISION, A PROGRAM FOR ACTION. Report and recommendations of the Carnegie Commission on Educational Television. Carnegie Corporation of New York. JAN 67 286p. illus.

TERMS: *educational television, *public television, *federal aid, *financial support, program planning, tables (data),

ABSTRACT: The report of the Carnegie Commission on Educational Television proposes a non-profit corporation for public television to receive and disburse private and government funds. It recommends increased government support of local and national program production, new facilities for live-broadcast interconnection, research and development in programming and production and in television technology, and recruitment and training of specialize talent. There should be additional enabling legislation and financing through excise taxes on television receivers. The existing system(December 1966) is outlined -- sponsorship (21 school, 27 state, 35 university, and 41 community stations), sources of general programming, distribution, and financial support. Characteristics of commercial and public television and their audiences are described, and the potentials of educational television discussed. Supplementary papers also discuss legal aspects, projected long-run operating costs, and the role of the Federal Communications Commission. Financial and operating reports of educational television stations, July 1965-June 1966, are presented, together with data on audience sizes and occupational and educational characteristics. Document includes 35 tables, 2 figures, map, and list of ETV stations. (ly)

SECONDARY TERMS: broadcast television, instructional television, closed circuit television, television surveys, national programs, television research, research,

AC 000 032 PURPOSES OF THE EVENING COLLEGE, REFLECTIONS IN 1953. (CSLEA OCCASIONAL
ED 010 864 PAPERS,13). Houle, Cyril O. * and others. Center for the Study of Liberal Education for Adults, Boston. 67 EDRS PRICE MF-$0.09 HC-$1.44 36p.

TERMS: *evening colleges, *community education, *educational objectives, *educational responsibility, educational

ABSTRACT: These 4 papers presented at the 1953 convention of the Association of University Evening Colleges on purposes of the evening college, have been republished because of their present- day relevance for administrators in developing guiding principles governing their work. Earl McGrath discusses our changing society (increase in educational level, longer life span, increasing leisure time, demand for continuing education) and how these factors are forcing changes in the evening college program. In commenting on community needs, Gordon Blackwell points out the dimensions of the community which determine the purpose of the evening college (the community composition, its institutional structure, value systems, social stratification, informal social relationships, power structure, and ecology). Horace Kallen describes the human qualities of the individual of interest to the educator (his desire for knowledge in order to survive and be free). Cyril Houle summarizes the discussions pointing out that the academic tradition provides adult educators with the subject matter and methodology they need, but they must explore the community and the nature of the individual to make the evening college programs creative and vital. (aj)

SECONDARY TERMS: needs, school community relationship,

AC 000 883 I SOCIAL SCIENTISTS VIEW POVERTY AS A SOCIAL PROBLEM (Proceedings of the fifth national community development seminar, National University Extension Association, Kellogg Center, Michigan State University, Sep 11-14, 1966). NUEA. Institute for Community Development. Michigan State Univ., East Lansing. Continuing Education Service. 66
127p.

TERMS: *community development, *poverty, *social change, *manpower utilization, decision making, social planning, urban areas,

ABSTRACT: Proceedings of this community development seminar, which focused on relating various social sciences to the issue of poverty, include papers discussing sociological aspects of poverty, as a participation in relation to poverty, manpower development needs, geographic aspects of poverty, urban planning, police services, applications of anthropology, problems in social work practice and training, a holistic (i.e., comprehensive) approach to community development, elements of location theory (study of the processes of decision making on the use of resources), ecological and political perspectives, and the communication process. Charts and diagrams illustrate the concept of network analysis, phases of community action, and ecological dimensions for classifying cities in regard to social change. Document includes 3 references for the paper on location theory. (ly)

SECONDARY TERMS: geographical factors, socioeconomic influences, communication problems, ecological factors, unemployment, social work, community action, political attitudes, community planning, Michigan State University, Kellogg Center,

AC 001 115 E THE SOCIETAL DIMENSION, A PROGRAM OF CONTINUING EDUCATION FOR THE STATE UNIVERSITY OF NEW YORK. New York. State Univ., Albany. Office of Continuing Education. FEB 67 EDRS PRICE MF-$0.09 HC-$1.48
37p.

TERMS: *educational objectives, *program development, *state programs, *adult education programs, *university extension, educational needs,

ABSTRACT: The New York State University master plan for continuing education calls for programs for those who have not achieved initial educational and occupational objectives, and for those who have achieved initial educational objectives, for making its resources available for community service, for extending its cultural resources to the public, and for more fruitful cooperation with the contract colleges and private colleges and universities. Program elements will include conventional day and evening courses for part-time students, provisions for independent study (correspondence instruction, programed instruction, extensive use of audiovisual media, group-study, and telephone conferences, guidance and counseling, and use of library resources), residential continuing education centers, sequential and other noncredit courses for cultural enrichment and for updating skills and knowledge, and urban extension activities (e.g., leadership training and research and demonstration projects). The Central Administration Office of Continuing Education should be charged with statewide policy coordination and formulation, consultative services, and financial aid, with local campuses taking charge of basic planning and operation. (ly)

SECONDARY TERMS: interagency cooperation, noncredit courses, administration, community role, continuing education centers, universities, independent study, New York State University, New York,

AC 000 016 E A STUDY OF THE EDUCATIONAL NEEDS OF ADULTS IN WYOMING, A STUDY OF POST-HIGH SCHOOL EDUCATIONAL PROGRAMS AND NEEDS IN WYOMING. O'Dell, Earl D. * Thompson, John T. Whoming Univ., Laramie. Div. of Adult Educ. and Community Service. U.S. Office of Economic Opportunity, sponsor. 66 368p. EDRS PRICE MF-$0.54

TERMS: *educational needs, *surveys, *adult education, *university extension, *participant characteristics,

ABSTRACT: This is the report, from the Adult Education Division of the University of Wyoming, of a survey made in 1965 of adult educational needs in the state. The purposes of the study were to point up possible improvements in current educational programs and to provide a design for intelligent planning for future needs. Four major tasks were undertaken -- (1) an analysis of social and economic conditions which influence education, (2) a definition of the role, purposes, function, and needs of higher education, (3) an analysis and appraisal of existing programs and services of post-high school and adult education, and (4) recommendations for improvement. Numerous tables and figures are included. (pg)

SECONDARY TERMS: higher education, research, participant data, manpower development, program evaluation, social change, tables (data), educational objectives, educational change, socioeconomic influences, Wyoming, Univ. of Wyoming,

AC 000 812FI A SURVEY OF THE TECHNICAL NEEDS OF INDUSTRY AND IMPLICATIONS FOR CURRICULUM DEVELOPMENT IN HIGHER EDUCATION (ED 010 257). Jacobsen, Eckhart A. * Swanson, Merlyn. Northern Illinois Univ., De Kalb. CRP-S-298 BR-5-8248 66 CEC-5-10-340 EDRS PRICE MF-$0.36 HC-$9.76 244p.

TERMS: *industrial arts, *manpower development, *vocational education, *industrial training, *program development, educational needs,

ABSTRACT: The major purpose of this study was to survey and identify technological manpower needs of industry and to relate these needs to curriculum development in higher education. A questionnaire survey method was employed for the investigation. Approximately 11,000 companies were selected for saturation mailings. The study results were based upon questionnaire returns of about 10 percent of the sample companies. These returns met specified criteria for analysis. Three kinds of information were requested --1) general information about the company, 2) technological characteristics of the company including inservice or in-plant training of technicians, and 3) information about the technological needs of the company. The report includes general and specific findings related to a total of 50 technician positions. The frequency and distribution of inservice or in-plant training programs is given by geographic zones. Curricular conclusions were presented for -- 1) chemical technology, 2) metals technology, 3) electronics technology, 4) mechanical technology, and 5) miscellaneous technology. Document includes tables, bibliography, and survey form. (rie/aj)

SECONDARY TERMS: industry, job training, national surveys, questionnaires, higher education, program descriptions, on the job training, surveys,

AC 000 559E (SEE AC 000 499C) TEACHING AND RESEARCH, THEIR INFLUENCE ON SOCIAL CHANGE (IN Cummings, Thomas, ed. Political backgrounds of adult education. Boston,CSLEA,1967/44-69). Bebout, John E. 67 EDRS PRICE MF-$0.09 HC-$1.08 27p.

TERMS: *social change, *universities, *community responsibility, *teaching, *research, social problems, educational philosophy,

ABSTRACT: The author examines the influence of teaching and research -- primarily the work of the university -- on social change. Teaching and research are the foremost generators of social change, thus the success with which we cope with present and future problems depends on the university. The university is in a unique position of relative independence and freedom, and must maintain this institutional integrity to have the needed effect. The university's influence must be mainly a humanizing one, the university must assess society's needs and respond to them by providing humane direction to social change, it must stress planning and try to foresee the effects of change. Thus it must emphasize teaching, particularly the training of teachers, give more attention to integrating and communicating research, stress the humanities and social sciences, and pursue scientific studies within a set of values and research within the framework of policy. (Author/eb)

SECONDARY TERMS: community role, educational role, leadership responsibility,

AC 000 053 E TEST OF ADULT COLLEGE APTITUDE (TACA) MANUAL FOR ADMINISTRATION, SCORING, AND INTERPRETATION. Wientge, King M. * Dubois, Philip H. Washington Univ., St. Louis, Mo. University College. 66 EDRS PRICE MF-$0.09 HC-$0.72 18p.

TERMS: *aptitude tests, *adult learning, *testing, *academic ability, academic aptitude, manuals, research, statistical data, adult

ABSTRACT: This preliminary manual outlines content, administrative and scoring procedures, antecedent research, and available norm data for the Test of Adult College Aptitude (TACA). The TACA, a combined test and answer sheet adapted for visual scoring by an optical scanner, consists of 22 items on biographical data (age, sex, occupation, family and marital status, education, cultural and other pursuits) and 54 multiple-choice verbal and numerical items. Procedures include No. 2 lead pencils, a 45-minute time limit, calculation of raw scores (right answers and personal data) and percentile ranks, and (wherever possible) well-supervised large group testing sessions. The test was formulated on the basis of Washington University research relating biographical information and objective test data to academic success among evening division participants. Norm data available for interpretation are based mainly on studies involving 149 participants in freshman English and 102 students in business and beginning psychology. Findings significantly correlated TACA scores with class achievement. Document includes 2 footnotes, 4 tables and the text of the test. (ly)

SECONDARY TERMS: education, university extension, test construction, Test of Adult College Aptitude (TACA),

AC 000 031 E THE UNIVERSITY AND ADULT EDUCATION (Title supplied). (Excerpts from an address presented at a conference on extension activities, University of Rhode Island, Kingston, Oct 25, 1966). Miller, Paul A. New England Center for Continuing Education, Durham, N.H. Occasional papers, 1. OCT 66 EDRS PRICE MF-$0.09 HC-$0.32 8p.

TERMS: *university extension, *educational planning, *adult education, *universities, *leadership responsibility, financial support,

ABSTRACT: Two forces are colliding in the life of the American university today -- historic sentiment, nurtured by the faculty, and the pressure of public affairs which administrators have had to accommodate. Adult education is at the point of impact and the basic questions about the role of the university necessary to meet the issue have not been raised. One of the most exciting ideas in higher education is the consortium. The regional center being developed in New England could become a model laboratory for a regional faculty of adult education which would relate institutions, conduct basic research, prepare graduate students, and teach adults. Title I of the Higher Education Act will be a source of funds but careful planning is imperative. A comradeship between Cooperative Extension Service and General Extension would extend resources by melding their expertise in methodology and philosophy. Finally, the presidents and trustees of institutions must realize that continuing education of adults is as vital as the education of adolescents. This function must be part of the normal budget of the institution, much like research and teaching, not an expendable extra. (aj)

SECONDARY TERMS: urban extension, extension education, community role, regional cooperation, interagency cooperation, Title 1 (89 329),

AC 001 200 I UNIVERSITY EXTENSION AT THE UNIVERSITY OF KANSAS DURING WORLD WAR II AND THE IMMEDIATE POSTWAR YEARS, 1940-1947. Stockton, Frank T. Kansas Univ., Lawrence. University Extension. JAN 67 60p.

TERMS: *historical reviews, *extension education, *university extension, program descriptions, Univ. of Kansas,

ABSTRACT: This describes various activities of the University Extension at the University of Kansas mainly concentrating on the period between 1940 and 1947. It points out that 1940 was a turning point in Extension history since the direction taken by Extension in 1940 to emphasize diversified noncredit instruction in its adult education program led to a significant growth in adult education projects. During the academic year of 1940-41, Extension operated through 9 bureaus under Director Harold G. Ingham -- Correspondence Study, Lectures and Lecture Courses, Short Courses, Institutes and Conferences, Extension Classes, Postgraduate Medical Study, General Information, School Service and Research, Visual Instruction, and Radio. But during the period between 1940 and 1947, there occurred several changes in the jurisdiction of the bureaus. Frank T. Stockton who succeeded to the directorship in 1947, deals with Extension activities historically, describing how they went through the difficulties caused by the World War II and how they came through with them successfully. (sm)

AC 000 557E (SEE AC 000 499C) URBAN DECISION-MAKING, THE UNIVERSITY'S ROLE (IN Cummings, Thomas, ed. Political backgrounds of adult education. Boston,CSLEA, 1967/5-16). Bailey, Stephen K. 67 EDRS PRICE MF-$0.09 HC-$0.56 14p.

TERMS: *decision making, *urban culture, *universities, *community role,

ABSTRACT: The author examines the various ways in which the university can and should influence urban decision-making. The central university role is sensitizing the decision-makers and the citizens to human misery, such as bigotry, squalor, disease, ugliness, poverty, and ignorance. Long-range roles are, pinpointing the problems urban decision-makers should deal with, discovering the root laws of human behavior, and finding answers to problems according to these laws. Short-range roles include providing technical advice and educating urban decision-makers. (Author/ja)

AC 000 043E URBAN EXTENSION. Report on experimental programs assisted by the Ford Foundation. Ford Foundation, New York. OCT 66 EDRS PRICE MF-$0.09 HC-$2.08 52p. Bibliog,pp.40-43.

TERMS: *urban extension, *university extension, *experimental programs, *community action, community development, urban renewal, inservice

ABSTRACT: This report outlines the experiences of 8 universities and a nonacademic community development organization which had received Ford Foundation grants for urban extension programs. Each organization used the approach best suited to its size and structure, and the skills and talents of staff personnel. The most significant consequence of most of the experiments lay in helping local communities create structures for the war on poverty, enhancing the ability of universities to serve state and local governments in shaping community action programs to meet Federal requirements, creating a working liaison between the universities and government agencies, and crystallizing several critical questions which universities must resolve to function effectively in urban affairs. The recipient universities were Wisconsin, Rutgers, Delaware, California at Berkeley, Missouri, Oklahoma, Purdue, and Illinois. The community organization was ACTION-Housing, Pittsburgh. (ly)

SECONDARY TERMS: training, research projects, neighborhood improvement, program descriptions, community organizations, Ford Foundation,

AC 000 556E (SEE AC 000 499C) URBAN INSTITUTIONS AS UNIVERSITY CLIENTS (IN Cummings, Thomas, ed. Political backgrounds of adult education. Boston,CSLEA,1967/17-27). Kravitz, Sanford L. 67 EDRS PRICE MF-$0.09 HC-$0.52 13p.

TERMS: *universities, *community problems, *educational responsibility, *urban extension, urban areas, urban culture human resources,

ABSTRACT: The author discusses the ways in which the university can and must help the city solve its problems. He sees the two major needs of urban institutions as a manpower shortage and a knowledge problem. The university must mobilize its resources rapidly and responsibly not only to increase the number of workers available but to improve the quality and efficiency of these people. It must redefine job content, training, roles, and job status, reevaluate current notions about professionalism, and give attention to the increasing use of sub-professionals. In regard to the knowledge problem, the university must emphasize the application of knowledge to the improvement of society and work toward creative innovation, seeking new ways to relate its resources to community needs. It must also seek a common language to bridge the gap between the administrator's concern for immediate answers to specific problems and the scholar's concern for theory and research. (Author/eb)

SECONDARY TERMS: responsibilities, manpower development,

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